

## EDUCATIONAL THEORIES UNDER CHALLENGE

### Educational kinesiology (Brain Gym)

[<http://www.braingym.org.uk/index.htm/>; <http://www.braingym.org/about>; accessed: 7.2.12]

Twenty-six Brain Gym movements, exercises or activities have been designed by Paul Dennison, a Brain Gym founder, to reflect developmental movement from the early years when children begin to co-ordinate movement. Based upon the interdependence of movement, cognition and applied learning, Brain Gym states that movements, exercises or activities often bring about improvement in social, cognitive and motor skills (e.g. concentration, memory, relationships, physical coordination).

*Reading:*

**Proposal:** Dennison, P.E. and Dennison, G.E. (2010) *Brain Gym: Teacher's Guide*. Ventura, CA: Edu-Kinesthetics Inc.

**Challenge:** Howard-Jones, P.A. (2010) *Introducing Neuroeducational Research: Neuroscience, education and the brain from contexts to practice*. London: Routledge.

### Emotional intelligence

[<http://danielgoleman.info/topics/emotional-intelligence/>; accessed: 7.2.12]

Based on teaching emotional intelligence skills to children (including self-control, zeal and persistency and the ability to motivate themselves), it claims to support children to reach their genetic potential in life.

*Reading:*

**Proposal:**

Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More than IQ*. New York, NY: Bantam.

Greenspan, S.I. (1989) 'Emotional intelligence'. In: K. Field, B.J. Cohler, and G. Wool (eds) *Learning and Education: Psychoanalytic perspectives*. Madison, CT: International Universities Press.

Salovey, P., and Mayer, J.D. (1990) 'Emotional intelligence', *Imagination, Cognition and Personality*, 9, 185-211.

**Challenge:** Waterhouse, L. (2006) 'Multiple intelligences, the Mozart effect, and emotional intelligence: A Critical Review', *Educational Psychologist*, 41 (4), 207–225.

### Experiential learning theory / Unisensory learning styles

(e.g. VARK; <http://www.vark-learn.com/english/index.asp> [accessed: 7.2.12])

'A survey in 2004 identified 71 different models of learning styles and our own survey showed almost a third of UK teachers had heard of learning styles, with most of those who used this approach reporting it as effective (Pickering and Howard-Jones 2007)... [T]he best-known inventory of learning styles within education [categorises] individuals in terms of their preferred sense modality for receiving, processing and communicating information: visual, auditory or kinaesthetic (VAK) [also known as VARK]... [It is assumed] there is some educational value in tailoring educational experience to suit the learning style reported by each individual... Many educational projects have pursued improvement through tailoring programmes to meet individual learning styles... A review of such studies concluded that matching instruction to meet an individual's sensory strengths appears no more effective than designing content-appropriate forms of education and instruction (Coffield et al 2004).'

(Howard-Jones, 2009)

*Reading:*

**Proposal:** Kolb, D.A. (1984) *Experiential Learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

**Challenge:** Goswami and Bryant (2007); Howard-Jones, P.A. (2009) 'Neuroscience, learning and technology (14–19)'. London: BECTA. [Online at: [http://dera.ioe.ac.uk/1436/6/becta\\_2009\\_deeplearningneuroscience.litrev.docx](http://dera.ioe.ac.uk/1436/6/becta_2009_deeplearningneuroscience.litrev.docx); accessed: 12.1.12]

### **Multiple intelligencies**

<http://www.howardgardner.com/MI/mi.html>; accessed: 7.2.12]

'MI theory proposes that it is more useful to describe an individual as possessing a small number of relatively independent intelligences rather than a single all-purpose intelligence (Gardner 1983). Possible kinds of intelligences include linguistic, musical, logical-mathematical, spatial, bodily-kinaesthetic, intrapersonal sense of self and interpersonal. Gardner has later proposed other possibilities such as naturalistic and existential intelligence (Gardner 1999). MI theory is in direct opposition to the idea of a unitary general intelligence factor...reflecting overall brain efficiency and the close interconnection of our mental skills... MI theory claims to be drawn from a wide range of disciplines including neuroscience. '

(Howard-Jones, 2009)

*Reading:*

**Proposal:**

Gardner, H. (1983) *Frames of Mind*. New York: Basic Books.

Gardner, H., and Moran, S. (2006) 'The science of multiple intelligences theory: a response to Lynn Waterhouse, *Educational Psychologist*, 41 (4), 227-232.

**Challenge:** Waterhouse (2006); Goswami and Bryant (2007)

### **The Mozart Effect**

<http://mozarteffect.com/>; accessed: 7.2.12]

The Mozart Effect makes claims for the transformational power of music and the arts to improve health, cognition and activate creativity. It also suggests that music and the arts can improve listening and attention deficit disorders.

*Reading:*

**Proposal:** Rauscher, F., Shaw, G. and Ky, K. (1993) 'Music and spatial task performance', *Nature*, 365 (14.10.93), 611.

**Challenge:** Waterhouse, L. (2006) 'Multiple intelligences, the Mozart effect, and emotional intelligence: A Critical Review', *Educational Psychologist*, 41 (4), 207–225.